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AUTHOR Dollerup, Cay; And Others
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ABSTRACT

Outlined in this paper are the plans for three additional pilot studies to be conducted in Denmark as part of the interdisciplinary Turko-Danish Fairytale Project. The project is concerned with the collective versus the individual nature of reader response to literature and the three pilot studies are: introspection studies during the reading, essay studies in writing, and studies to develop a tentative questionnaire to collect background variables. Sections of the paper discuss (1) readers in the Danish introspection study, (2) instructions (in Danish) to readers in the introspection study, (3) procedures used in the introspection studies, (4) procedures for the essay pilot study, and (5) procedures for the questionnaire study covering background variables. (HOD)

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FAIRYTALE

An Interdisciplinary Turco-Danish Study of the Collective v. the Individual Nature of the Response to Literature

Report No. Working Paper No. 2

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Author(s)/Editor(s): Dollerup, Cay, Iven Reventlow, Carsten Rosenberg Hansen

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Addresses

Denmark:

c/o Cay Dollerup
Department of English
University of Copenhagen
Njalsgade 84-96
DK-2300 Copenhagen S
Denmark

Turkey:

c/o Dilek Doltaş
Department of Language and Literature
Boğaziçi University, P.K.2
Bebek
Istanbul
Turkey

30.9.80

Fairytale

Outline for the additional pilot studies in Denmark in Stage 1
(Report 5, pp. 6-8)

The purpose of the additional pilot studies is to elicit as varied legitimate responses as possible in order to draw up tentative questionnaires. These questionnaires will be drawn up nationally, and then fused (in order to avoid national bias in the cross-cultural study) into one common questionnaire (in so far as this is possible) for the extensive data collecting (Report 5, 7). In addition to the information used from these responses, the questionnaire may be changed or supplemented with other questions tailored to theoretical considerations/critical schools, as these are stated in Reports no. 3, 4, 5, and especially 6 (Report 5, 7). The questions tentatively set up may in principle be legio, but at the conference it may well be necessary to limit the number of questions to those we consider most relevant.

The additional pilot studies will consist of:

- 1. introspection studies during the reading.
- 2. essay studies (in writing).
- 3. development of a tentative questionnaire on background variables (which is moved up from stage 2 to stage 1).

As for the first two types of study, the aim is to uncover as many potentially relevant aspects of the experience of the tales as possible. The most important thing is then to get as much (legitimate) variation as possible: whereas it is easy to set up questions before the first tentative questionnaire is made, it is much more difficult to establish later on whether important aspects have somehow or other eluded us in the experiment: i.e. it is easier to do away with questions which we assume are unimportant or redundant, than to unearth important ones which have been overlooked, once the questionnaire is set up and exerts its directive influence.

The analysis to which the information adduced in these two pilot studies will be subjected is one only: finding all aspects which are

part of the legitimate response and turn them into questions on the first draft of a questionnaire to be discussed at the next conference. Accordingly the charting of responses must be comprehensive. Care will be taken to make each question as concise and unambiguous as possible.

The questionnaire development on background variables is looked upon as a preliminary sounding out of the questionnaire only.

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The present working paper contains a description of the way the introspection and essay studies will be carried out in Denmark, to which the Turkish team is invited to pass comments before studies are implemented.

The questionnaire on background variables will be discussed in more detail in future correspondence.

READERS IN THE DANISH INTROSPECTION STUDY

The study will be conducted by a student who is trained in introspection studies and Cay.

The first group will be of at least 10 - preferably more - volunteers from the humanities. There will be no attempt to cover background variables. Their age will presumably vary from 20 to 35 years. The reason why we choose this group as the first one is that they tend to be very good at giving detailed reports of their experiences and thus cover potential aspects much more quickly than we can do with any other group.

The second group will comprise "gymnasiaster" from 2. g. Since the Turkish team want us to cover sex variables here, we will alternate between girls and boys - even though this will be problematic in terms of getting students from classes with a pronounced preponderance of either girls or boys, especially the natural science line.

There will be two groups - 1 from the modern language line (or something similar) and 1 from the natural science line. In each of these we expect to cover responses according to the +5-rule. This means that we go on collecting responses as long as we can find any new aspect of the response not recorded before. We then stop, after having added 5 more records of readings with each group. It is appreciated that the definition of what constitutes a new aspect is much a matter of subjective evaluation.

The next groups will cover as many of our special groups as possible, and the +5-rule will apply here too.

It should be noted that in principle the +5-rule means that in some groups 5 readers will do if none of them comes up with something new (and legitimate).

INSTRUCTION TO READERS IN THE DANISH INTROSPECTION STUDY
(translated)

We are interested in getting something to know about what different people experience while they are reading a story.

Accordingly, I should like you to read these three tales, as if you had chosen them on your own/of your own volition.

But at the same time - and while you are reading the tales - I must ask you to tell me what you experience in your reading of the tales and what impression they make on you.

Of course it cannot ever be a natural reading situation when you have to interrupt your own reading in order to say something about it; but do try to tell me as much as possible about your experiences and impressions.

Every time you hit upon something important or striking in the tales you must tell about it. It may, for instance, be something special in the chain of events/the action, something you find strange, something you feel has a symbolic value/meaning, something which is important for understanding the tale, something important about the persons, something you like, or which arouses your dislike, something you find has a general appeal, etc.

In brief, please comment on everything which catches your attention in the tales.

You should do it in the following manner: you stop and tell me where you are; use the figures you see in the margin for the lines, and read out the passage/the place out to me. Then tell me what impression this passage/place has made on you, or whatever other comments you have got of the type, I just mentioned.

I would like to emphasise that there is no correct solution or special views which I, in advance, expect you to express/get on to. It is exclusively your experience and evaluation of the tales, I want to hear something about.

Do you have any questions before we start?

INSTRUKTION

Vi er interesseret i at få noget at vide om, hvad forskellige mennesker oplever når de læser en historie. Vi er derfor interesseret i, hvad du *virkelig* oplever, ikke hvad du *tror* er "vigtigt".

Jeg vil derfor bede dig om at læse disse tre fortællinger, som om det var nogle du selv havde valgt.

Men samtidig vil jeg bede dig om - mens du læser fortællingerne - at sige noget om, hvad *du* oplever ved at læse fortællingerne, og hvilke indtryk de giver dig.

Det kan selvfølgelig aldrig blive en naturlig læsesituation, når du skal afbryde din egen læsning for at sige noget om den; men prøv alligevel at fortælle mig så meget om dine oplevelser og indtryk som muligt.

Hver gang du finder noget vigtigt eller påfaldende i fortællingerne, må du sige det. Det kan f.eks. være noget særligt i handlingsforløbet, noget du finder mærkværdigt, noget du mener har en symbolsk betydning, noget der er vigtigt for forståelsen af fortællingen, noget vigtigt om personerne, noget du synes om - eller som mishager dig, noget du finder har almen betydning, osv. Kort sagt, jeg vil gerne have noget at vide om alt, hvad der fanger din opmærksomhed i fortællingerne.

Du skal gøre det på den måde, at du standser op og siger mig, hvor du er kommet til; brug de linienumre, du ser i marginen, og læs stedet for mig. Fortæl mig så, hvilket indtryk dette sted har gjort på dig, eller hvad du ellers har af kommentarer af den art, jeg lige har nævnt.

Jeg vil gerne understrege, at der ikke er nogen rigtig løsning eller nogle bestemte synspunkter, som jeg på forhånd forventer, du kommer frem til. Det er alene *din* oplevelse og vurdering af fortællingerne, jeg vil høre noget om.

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Har du nogle spørgsmål, inden vi starter?

PROCEDURE IN THE INTROSPECTION STUDIES AS THESE WILL BE CARRIED OUT IN DENMARK

1. The texts will be double-spaced and with line numbers, 1, 5, 10, 15, 20 on each page (this is done to make it possible for the interviewer to follow the reading down across the page, and to make sure that "provoked stops" (see below) can be made with reticent readers at special places/whenever the interviewer deems it opportune.

2. The order of the texts is rotated. I.e. S-A-P; S-P-A; P-A-S; P-S-A; A-P-S; A-S-P. The reason is that whereas we could make use of a "text for training" in previous studies, the problems in setting up a text which is identical in Denmark and in Turkey, are clearly forbidding. Rotation should cancel out the "training effect" which - in our experience - is found only with relatively few readers: most catch on to the idea right away.

3. The comments are taken down in writing by the interviewer during the interview. This is done to make sure that the interviewer catches any incomprehensible or obscure statements at the very start, and can ask for further elucidation. In order to make sure that we get the full responses, the interviews are also taped. We usually explain to the readers that this is done so that we are sure that whatever we read/write down can be checked, if our handwriting has deteriorated into a scrawl or we have missed out some sentences. Readers should never be asked to speak slowly.

<u>At the interview</u>

1. We introduce ourselves to the reader and thank him/her for being willing to participate. We do not ask for the reader's name, and if proffered, it is not taken down. We explain that we do not want to check on them in any way - we are not part of the teaching staff.

We talk with them until they are relaxed, and we feel confident that they are not nervous. (Here we have found it a good idea to offer a cup of coffee, or a soft drink while chatting.)

2. We explain that we are going to take down the comments in writing and why we switch on the tape-recorder (see point 3 above).

3. We read out the instruction in the same tone of voice (in so far as possible) to each reader, but emphasize the final summary.

4. We pass on the instruction with the texts under it to the reader. In our experience they rarely bother about reading it. Some ask if they should begin, others wait for the starting signal, and the remainder just go ahead reading.

Questions concerning the instruction are taken down, as are the answers given.

One special problem: Some readers will browse through the texts to find out how many pages they cover. This is alright. Other readers start to skim or to read the text. This must be stopped, and they must be told that we are after the spontaneous response - as by a first reading.

5. Readers start to report.

In some cases they forget to cite the line or the line number. Even when this is obvious, we prefer to ask them where they are: they should give either the line number or quote the passage, so that we know exactly where they are later on (where it may not be all that obvious).

Some readers will start commenting right away and offer little problem. Other readers do not stop spontaneously. When such readers come to some specific place in the text, e.g. the bottom of the first page, we ask them if they will tell us what they have experienced up to this point. In some cases, a rephrased summary of the instruction is necessary. This procedure may have to be repeated, but care is taken not to irritate the reader. Most readers will catch up, especially if cautious comments on their part, e.g. "l. 5, p. 2 - that sounds interesting to me", are encouraged, for example by saying. "Good. Could you tell me in what way?" In general we stick to questions like "In what way?", "Could you expand on that?", etc.; or an appreciative and encouraging mumble and/or look.

6. After each story we ask if they like it, and why. What they consider the meaning of the story. If it was symbolic, and if so why. And if they have any further comments that they would like to make. The list of fixed questions will probably be expanded during the study, and if so, we shall inform you immediately.

7. As you wish, we shall end by asking the questions on background variables.

8. We thank the reader for cooperating. In some cases we get additional information on their experiences at this stage.

Special note

As we have pointed out, we are not convinced that it is a good idea to ask the questions on background variables at the end: we have mentioned that when we have to do with slow readers, they may be able to do only one or two stories in the time span we intend to allot (we are here referring to the extensive study where we shall have little chance of identifying such readers in the core groups): In such cases we shall therefore have responses from one reader on one or two stories, without being able to relate these responses to ary background variables. We know that this will be the case in Denmark, where we have found ratios in reading speed of 1:6 among the top ten percent of the readers. Accordingly we will ask you discreetly to measure reading speeds. This can be done by having a stop watch in your left hand under the table which measures the cumulated reading time: you stop it every time the reader starts to report, and start it again when (s)he starts reading again. There may be differences in the ratio of reading speeds in Denmark and Turkey, and it would be useful to know something about them.

PROCEDURE FOR THE ESSAY PILOT STUDY IN DENMARK

The introspection study will be supplemented with an essay study. The readers will get one tale and then be asked to read it. Each tale will be handed out in one class only. The average number of readers will thus be c. 18. They will be asked to fill in the questionnaire on background variables, so that we check on sex, etc. The classes will be 2. g., i.e., 18-year olds.

The instructions

The prereading instruction

"Vi vil bede dig læse en fortælling grundigt og bagefter besvare nogle spørgsmål, som du får, når du er færdig med at læse. Ræk hånden op, når du er klar til at modtage/få spørgsmålene."

Translation: Please read tale we give you carefully. After reading you are to answer some questions which you will get after having finished. Please put up your hand when you are ready to receive/get the questions.

- Comment: In our experience there is, as far as we are able to ascertain, no group pressure in a class participating in an experiment, i.e. we do not expect even the slowest readers to put up their hands before they have actually finished reading. But, on the other hand, even if there should be some kind of group pressure in some classes, it will come out sooner or later, e.g. when the slower readers see that the others have answered the questions. Accordingly, we put it here.

Questions after the reading

"Vi vil bede dig svare på følgende spørgsmål - og at nummerere dine svar:"

1. Hvad synes du var det mest spændende eller mærkværdige i historien?
2. Hvilken dybere mening finder du i fortællingen?
3. Hvilken morale, hvilket budskab mener du der ligger i fortællingen?
4. Hvilke symboler er der i historien?

Translation: Please answer the following questions - and don't forget to number your answers:

1. What do you find most exciting/suspenseful or curious about the tale?

2. What deeper meaning do you find in the tale?

3. What moral, what message, do you think the tale contains?

4. What symbols were there in the tale?

(- Comment on translation: it concentrates on a semantic rendering: "fortælling" and "historie" are interchangeable in Danish in this context.)

- Comment: We refrain from asking the readers to give summaries. First and foremost because this is a type of unpopular task frequently set in Danish schools (i.e. we do not get any kind of spontaneous response, but rather an exam. situation). Secondly, we do not really see how this tallies with the purpose of the present study, viz. to set up a questionnaire.

General comment

What we are looking for here are of course responses that touch upon themes, etc., and which can be hitched on to the critical theories.

We may perhaps find that the readers we use are not very good at describing such themes. If so we must perhaps turn to more "established" critics, if we can find any who are willing to participate.

QUESTIONNAIRE STUDY COVERING BACKGROUND VARIABLES

According to the wishes of the Turkish team we shall try to develop a questionnaire on background variables.